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Indiana Department of Education

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INDIANA'S STUDENT-CENTERED ACCOUNTABILITY SYSTEM

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1. OVERALL FRAMEWORK

1.1 *What are the categories of performance and growth?*

Schools will be placed in categories of performance and growth awarded by the following letter grades: A, B, C, D, and F.

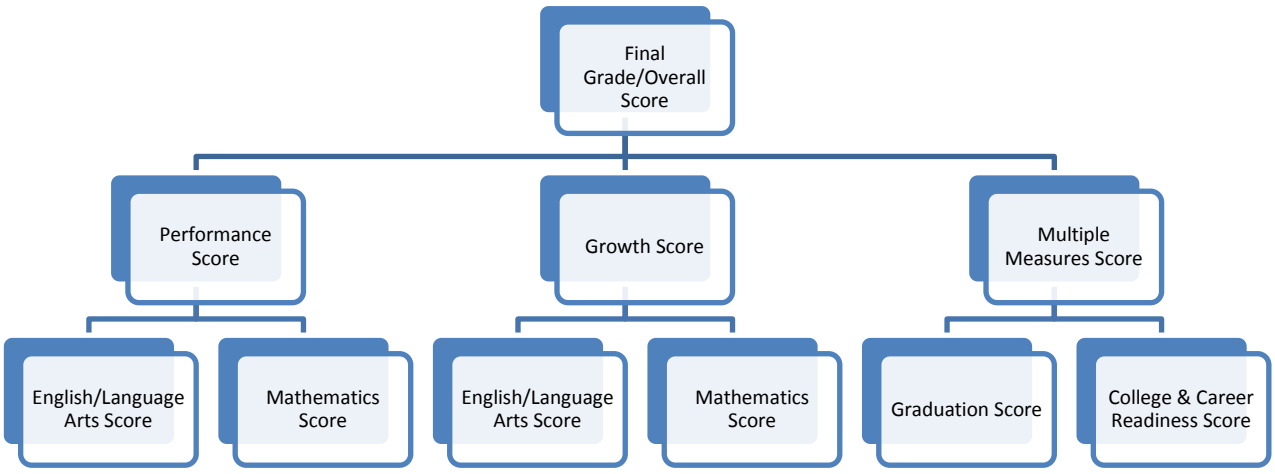
1.2 *What is the points scale that determines placement in each category?*

The following points scale is used to determine a school's placement in one category:

A = 90.0 – 100.0 points
B = 80.0 – 89.9 points
C = 70.0 – 79.9 points
D = 60.0 – 69.9 points
F = 00.0 – 59.9 points

1.3 *What makes up the overall framework of the student-centered accountability system?*

The overall framework includes three domains: performance, growth, and multiple measures. There are separate indicators for each domain that make up the domain's final score. . The scores for each domain are then weighted accordingly to determine the final performance and growth category.



1.4 *How are the domains weighted in the overall framework?*

The weight of each domain in the overall framework and the school's final grade determination depends upon which domains may be calculated for each school. A domain may not be calculated if a school does not have data available to earn a score for that domain. The following table outlines all possible domain weights. A section in red means that the school does not have data in that area:

	PERFORMANCE WEIGHT	GROWTH WEIGHT	MULTIPLE MEASURES WEIGHT
Growth Only	0	100	0
Performance Only	100	0	0
Multiple Measures Only	0	0	100
Performance & Growth Only	50	50	0
Growth & Multiple Measures Only	0	40	60
Performance & Multiple Measures Only	40	0	60
Performance, Growth & Multiple Measures	20	20	60

For example, if a school does not have data to calculate the multiple measures domain but does have data to calculate the performance and growth domains, then the school's final grade will be based on the performance domain (50% of the final grade score) and the growth domain (50% of the final grade score).

Generally, schools that do not have a grade 12 will only have the performance and/or growth domains available, and schools with a grade 12 will have the performance, growth and/or multiple measures domains available.

1.5 ***What happens if a school does not have the data to calculate a domain?***

If a school does not have data to calculate a domain, that domain is not included in the school's overall grade score. For example, if a school does not have data to calculate the multiple measures domain but does have data to calculate the performance and growth domains, the overall grade will be based on the performance and growth domains. If a school does not have data to calculate any of the three domains, the school is considered an "atypical school" (*see* **FAQ 1.12**).

1.6 ***How are grades determined for schools with a combination of grades K-8 and 9-12?***

First, the percentage of students in grades 3-8 and grades 9-12 is determined for the school. These are called the "pupil enrollment percentages." Then, the pupil enrollment percentage for grades 3-8 is multiplied by each domain weight for grades 3-8, and the pupil enrollment percentage for grades 9-12 is multiplied by each domain weight for grades 9-12. The weighted scores are then added together to reach a final score for the domain.

For example, School XYZ is a school that has grades K-12. The school has 300 students in grades 3-8 and 200 students in grades 9-12 (for a total of 500 students). Grades 3-8 represent 60% of the school's enrollment (300/500 = 60%). Grades 9-12 represent 40% of the school's enrollment (200/500 = 40%).

School XYZ received 85 points in the performance domain for grades 3-8 and 75 points in the performance domain for grades 9-12. To calculate the performance scores for School XYZ, take:

Grades 3-8 Performance Score multiplied by Grades 3-8 pupil enrollment percentage = 85 * .60 = 51
Grades 9-12 Performance Score multiplied by Grades 9-12 pupil enrollment percentage = 75 * .40 = 30
Weighted 3-8 Performance Score plus weighted 9-12 Performance Score= 51 + 30 = 81 Points

1.7 ***What determines whether a student will be included in the accountability calculations for a school?***

For the performance and growth domains, only "eligible students" are included in the calculation. An eligible student is any student who:

- Was enrolled at the school for at least 162 days in the accountable year;
- Was tested on the mandatory statewide annual assessment;
- Was not a limited English proficient student enrolled in school in the United States for less than 12 months; and
- Obtained a valid test result.

The performance domain also considers participation, which includes any student enrolled in a tested grade during a testing window and completed an assessment.

For the multiple measures domain, the most recently published graduation cohort is included in the calculation.

1.8 ***What happens if a school does not demonstrate that it is closing the achievement gap for subgroups?***

A school that otherwise would have been awarded an "A" will receive a "B" if the school does not demonstrate that it has reduced achievement gaps in each subgroup. A subgroup is a group of at least 30 eligible students that falls into one of the following categories:

- Economically disadvantaged students (free & reduced lunch).
- Students from major racial and ethnic groups (American Indian, Black, Asian, Hispanic, White).
- Students with disabilities.
- Students with limited English proficiency.

A school will be considered to have reduced achievement gaps by demonstrating at least one of the following:

- Meeting annual measurable objectives (AMOs) in each subgroup (annual state assessment proficiency; annual college and career readiness rate; annual graduation rate)
- Showing improvement in performance in each subgroup as compared to the prior year.
- Showing improvement in growth in each subgroup as compared to the prior year.

To determine if a school is reducing achievement gaps, the IDOE looks at the following for each subgroup:

- Did the subgroup meet AMO targets/goals? If YES then the school maintains an A. If NO then—
- Did the subgroup show improvement in performance? If YES then the school maintains an A. if NO then—
- Did the subgroup show improvement in student growth? If YES then the school maintains an A. If NO then school did not demonstrate a reduction in achievement gaps and cannot earn an A.

Example 1: School JKL receives an A. School JKL has 30 eligible students in three subgroups—Hispanic, limited English proficient, and economically disadvantaged students. All three of School JKL's subgroups increased their passing rates on the state assessment from 2015 to 2016. School JKL has met one of the criteria for demonstrating that it is reducing achievement gaps (improvement in performance). School JKL maintains its letter grade of "A".

Example 2: School PQR receives an A. School PQR has 30 eligible students in four subgroups—Hispanic, Black, economically disadvantaged, and students with disabilities. School PQR met AMOs for the Hispanic and Black subgroups only, demonstrating that it is reducing achievement gaps for those groups (meeting AMOs). School PQR's other subgroups (economically disadvantaged and students with disabilities) showed improvement in growth, demonstrating that it is reducing achievement gaps for those groups. School PQR maintains its letter grade of "A".

Example 3: School STU receives an A. School STU has 30 eligible students in two subgroups—economically disadvantaged and Black. School STU met AMOs for the economically disadvantaged subgroup. However, School STU did not meet AMOs OR improve performance OR improve growth for the Black subgroup. Therefore, School STU receives a letter grade of "B".

This is a new criterion to Indiana's accountability system and is in response to a federal requirement that states demonstrate that a school may not receive the highest rating in the state accountability system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

1.9 ***Are test results from alternate assessments considered for accountability purposes?***

Yes, the performance domain takes into account ISTAR test results.

1.10 ***Is there a cap on the number of students that may count as proficient on ISTAR for accountability purposes?***

There is no cap on the number of students that may *participate*, but there is a cap on the number of students that may count as *proficient*. Students must take the exam deemed appropriate by their case conference committee.

For calculating accountability results, up to 1% of students in tested grades within a school corporation may be counted as proficient on the ISTAR results. Any additional students will be counted as non-proficient. If a corporation exceeds the 1% cap, the corporation is responsible for determining which students, and for which schools, will count as non-proficient.

1.11 ***How is a grade determined for a school that does not have grades 3-12?***

Schools that service grades K-2 only are called "feeder schools." The grade for a feeder school is based solely on the average performance domain scores of the receiving schools (where the students attend grade 3). The maximum number of receiving schools that may be used in the calculation is five. If a feeder school sends students to more than five schools for grade 3 and beyond, the feeder school's grade will be based only on the five schools that receive the most students from the feeder school.

1.12 ***How is a grade determined for a "new" school?***

Any school that has been open for 3 years or less may elect to have a grade calculated based on domains (performance, growth, multiple measures) capable of being calculated, or elect to have a grade calculated based solely on the growth domain.

1.13 ***What is an atypical school? What is the process for determining the grade for an atypical school?***

An atypical school is defined as a school that lacks sufficient data points to calculate a final performance and growth rating. Any school that does not have data to calculate a final score for any of the domains will be classified as an atypical school. An example of when an atypical school may exist is if the school has a small student population, and even when data is aggregated across multiple years, the school still cannot meet the minimum number of student requirements to calculate a domain.

The performance and growth category designation for atypical schools will be determined by the state board based on the findings of the Department and information on the grade levels served by the school and any available data.

1.14 ***What schools receive a school performance and growth rating?***

All public schools, including charter schools, and nonpublic schools that voluntarily become accredited must receive a school performance and growth rating. Additionally, all nonpublic schools participating in the Choice Scholarship program must receive a school performance and growth rating.

1.15 ***How is the grade for a charter school that serves adult students (18+) determined?***

The state board is required to establish an alternative accountability system for "adult high schools". Adult high schools are defined as charter schools that have a majority of students enrolled that should have already graduated in four years or are 18 years of age at the time the student was first enrolled at the school.

The rule establishing this alternative accountability system is currently going through the rulemaking process. The final rule is expected to be effective by December 2015. The current proposed rule language may be accessed on the state board's rulemaking docket: http://www.in.gov/sboe/2406.htm.

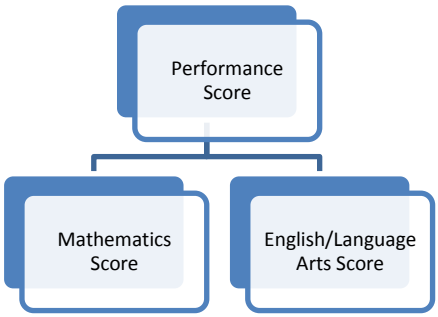
1.16 ***How are school corporation grades calculated?***

School corporation grades are calculated by utilizing the same overall framework that is used to calculate school grades. However, the final corporation grade is weighted based on the enrollment of students in grades 3-8 and grades 9-12.

2. PERFORMANCE

2.1 ***What indicators make up the performance domain?***

The performance domain is made up of two indicators: English/language arts and Mathematics. A score is calculated for each indicator, and scores are averaged to determine the overall score of the performance domain.



2.2 ***What grades are included in the performance domain score?***

Eligible students in grades 3 – 10 are included in the performance domain score. A school must have at least 30 eligible students in the accountable year to obtain a score for each indicator. If a school does not have at least 30 eligible students, the score is based on a cumulative aggregate of eligible students. This means that performance data for eligible students from prior school years is combined with data from the current school year until there is a total of 30 eligible students.

2.3 ***How is the performance domain calculated?***

A score is calculated for each indicator (English/Language art and Mathematics). The score is based on a combination of the percentage of eligible students passing the assessment for each indicator (passing rate) and the percentage of students that participate in the assessment for each indicator (participation rate). The calculation is presented as:

$$\frac{\text{\# of students passing assessment}}{\text{\# of students taking assessment}} \times \frac{\text{\# of students taking assessment}}{\text{\# of students required to participate}}$$

2.4 ***What is participation rate? How does this factor in to the performance domain?***

Participation rate is calculated by taking the number of students who have a valid test score divided by the number of students enrolled in tested grades during the testing window(s).

The participation rate is incorporated in the performance domain as a multiplier. The pass rate for the school for each indicator is multiplied by the participation rate for each indicator. If the participation rate is at least 95%, then the passing rate is multiplied by 1 (in essence, the passing rate does not change). If the participation rate is less than 95%, the passing rate is multiplied by the decimal of the participation rate (e.g., if the participation rate is 85%, then the passing rate would be multiplied by .85).

Examples:

Passage Rate	Participation Rate	Calculation	Final Score
85%	97%	.85 x 1.0	.85 = 85 Points
85%	90%	.85 x .90	.765 = 76.5 Points

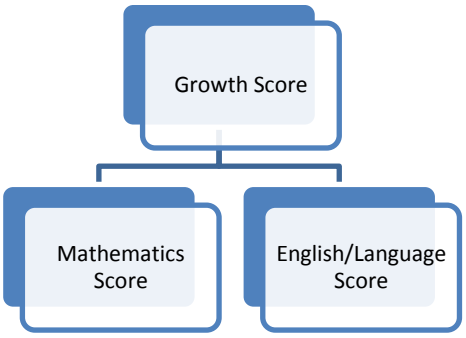
2.5 ***Do test results from alternative assessments count toward a school's passage rate?***

Yes, test results from ISTAR are included in passage rates.

3. GROWTH

3.1 ***What indicators make up the growth domain?***

The growth domain is made up of two indicators: English/language arts and Mathematics. A score is calculated for each indicator and scores are averaged to determine the overall score of the growth domain.



3.2 ***What grades are included in the growth domain score?***

Eligible students in grades 4 – 10 are included in the growth domain score. A school must have at least 40 eligible students in the accountable year to obtain a score for each indicator. If a school does not have at least 40 eligible students, the score is based on a cumulative aggregate of eligible students. This means that growth data for eligible students from prior school years is combined with data from the current school year until there is a total of 40 eligible students.

The growth domain also includes a metric for 10-12 improvement, which considers students who did not pass the graduation qualifying exam by the end of 10th grade but did pass before the expected graduation date. A school must have at least 10 students in the cohort to get points for 10-12 improvement.

It is important to note that eligible students must have a valid assessment score for the current and prior tested year and must have matriculated to the next grade (e.g., from 4th grade to 5th grade) in order to be included in the growth score.

3.3 ***How is the growth domain calculated?***

A score is calculated for each indicator (English/language arts and Mathematics). Each eligible student is assigned observed growth points based on the observed growth values table. The individual student scores are then totaled and divided by the total number of eligible students receiving observed growth points. The overall score considers the growth of students performing in the top 75% on the assessment and the growth of students performing in the bottom 25% on the assessment. The following shows the calculations for grades 4-10:

Top 75% Student Subgroup Group Growth:

$$\frac{\text{Sum (Observed Growth Points per student)}}{\text{\# students receiving Observed Growth Points}} * 0.5$$

+

Bottom 25% Student Subgroup Group Growth:

$$\frac{\text{Sum (Observed Growth Points per student)}}{\text{\# students receiving Observed Growth Points}} * 0.5$$

Points are also awarded for 10-12 improvement. The following shows the calculation for 10-12 improvement:

(% of cohort passing GQE by end of 12th grade – % of cohort passing GQE by end of 10th grade)*10

3.4 ***How are the bottom 25% and top 75% subgroups determined?***

The bottom 25% subgroup is based on the previous year's ISTEP+ results and is calculated at the individual grade level within the school.

For example, School ABC serves 5th and 6th grades. School ABC had 100 eligible students in 5th grade who had ISTEP+ scores in the previous year, and 100 eligible students in 6th grade who had ISTEP+ scores in the previous year.

The bottom 25% for the 5th grade would be the 25 5th grade students who had the lowest 4th grade ISTEP+ scale scores in English/Language Arts, and the 25 5th grade students who had the lowest 4th grade ISTEP+ scale scores in Math. The bottom 25% for 6th grade would be the 25 6th grade students who had the lowest 5th grade ISTEP+ scale scores in E/LA and the 25th 6th grade students who had the lowest 5th grade ISTEP+ scale scores in Math. All remaining students with a previous ISTEP+ test would be included in the top 75% subgroup for each grade.

3.5 ***What is the observed growth values table?***

The observed growth values table uses each student's prior year proficiency category and current year observed growth to assign point values for each student. Point ranges are assigned based on whether a student is moving toward proficiency or higher levels of proficiency (or catching up, keeping up or moving up).

At this time, the State Board has not selected or approved a final version of the observed growth values table.

3.6 ***How do students earn points on the observed growth values table?***

Growth scores are calculated from the values table based on a 5 step process:

1. Identify student's assessment category from the prior year.
2. Identify the student's observed growth score (from prior year to current year)
3. Using the Values Table, identify the points awarded to the student.
4. Add together points for all eligible students.
5. Divide the total points of all students by the number of students.

	SAMPLE Observed Growth					
	Negative/Low Movement		Static/Typical/Normal Movement		Positive/High Movement	
Prior Year Status	Target Range	Points	Target Range	Points	Target Range	Points
Pass+ 2	1-41	75	42-66	125	67-99	150
Pass+ 1	1-39	75	40-64	125	65-99	150
Pass 3	1-36	50	37-61	100	62-99	125
Pass 2	1-34	50	35-59	100	60-99	125
Pass 1	1-31	50	32-56	100	57-99	125
Did Not Pass 3	1-29	0	30-54	50	55-99	100
Did Not Pass 2	1-26	0	27-51	50	52-99	100
Did Not Pass 1	1-24	0	25-49	50	50-99	100

EXAMPLE: In the prior year Student A was in the Did Not Pass 3 category. Student A's growth score from last year to this year was 32. Student A is assigned 50 points.

In the prior year, Student B was in the Pass+ 1 category. Student B's growth score from last year to this year was 66. Student B is assigned 150 points.

NOTE: The actual table that will be used to assign points has not yet been adopted by the state board. Therefore, the table above is strictly an example.

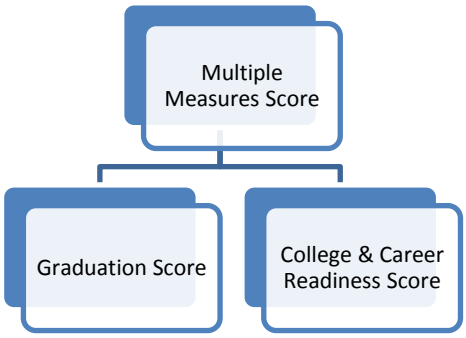
3.7 ***Is there a difference in how growth is calculated for school accountability purposes and teacher evaluation purposes?***

Yes. Growth is calculated by utilizing projected targets for teacher evaluation purposes. This approach takes a student's ISTEP+ scores in the previous year or years and finds all other students in the state who received the same score(s). Then it looks at all of the current year math scores for the same group of students to see how the student scored compared to the other students in the group. Student growth is then reported in percentiles to represent how a student's current year ISTEP+ scores compare to the students who had scored similarly in previous ISTEP+ tests.

4. MULTIPLE MEASURES

4.1 ***What indicators make up the multiple measures domain?***

The multiple measures domain is made up of two indicators: college and career readiness indicator and graduation indicator. A score is calculated for each indicator and scores are averaged to determine the overall score of the multiple measures domain.



4.2 ***What grades are included in the multiple measures domain?***

The most recently published graduation cohort is included in the multiple measures domain.

4.3 ***How is the multiple measures domain calculated?***

A score is calculated for each indicator (college and career readiness and graduation). The score for the college and career readiness indicator is based on the number of students in the most recently published cohort that completed one of the following:

- Received a 3, 4, or 5 on the Advanced Placement Exam (passed the exam)
- Received a 4, 5, 6, or 7 on the International Baccalaureate Exam (passed the exam)
- Earn Dual College Credit in an approved subject
- Earned an Industry Certification in an approved area

The calculation is presented as follows:

$$\frac{\text{\# Passed Ap Exam} + \text{\# Passed IB Exam} + \text{\# Dual College Credits} + \text{\# Industry Certification}}{\text{Total \# of Cohort Graduates}}$$

If the total percentage of students completing a college and career readiness indicator is more than 25% the school receives a full 100 points for the college and career readiness indicator. If the percentage is below 25% the score is the percentage that completed a college and career readiness component multiplied by 4. For example, if 20% of graduates earned a college and career readiness component, the score for the indicator would be 20% * 4 = 80 points.

The score for the graduation indicator is based on two components: the percentage of students in the most recently published cohort that graduated in 4 years, and the difference between the percentage of students in the previous year's cohort that graduated in 5 years vs. the percentage of students in that same cohort that graduated in four years. The calculation is presented as follows:

$$\frac{\text{\# graduates in cohort}}{\text{\# students in cohort}}$$

$$+$$

$$\frac{\text{\# 5 year graduates in previous year's cohort}}{\text{\# students in previous year's cohort}} - \frac{\text{\# 4 year graduates in previous year's cohort}}{\text{\# students in previous year's cohort}}$$

If the four year graduation rate is at least 90% then the school receives 100 points for the graduation indicator score. If the 4 year graduation rate is less than 90% then the score is the actual rate multiplied by 100 (85% * 100 = 85 points).

Example: There are 100 students in the most recently published cohort of school XYZ. Of those 100 students, 88 graduated in 4 years. School XYZ's 4 year graduation rate would equal 88% (88/100 = 88% = 88 points). The previous year's cohort at School XYZ had a 4 year graduation rate of 92% and a 5 year graduation rate of 97%. The difference between the 5 year and 4 year graduation rates equals 5% (97% - 92% = 5% = 5 points). The final graduation score for School XYZ would equal 88.0 + 5 = 93.0 points.

4.4 ***How is the four year graduation rate determined?***

The metrics for calculating the 4 year graduation rate are established in IC 20-26-13-10. The graduation rate is the percentage of students within a cohort who graduate during their expected graduation year. The expected graduation year is defined as three (3) years after a student is first considered to have entered grade 9.

4.5 ***How is the five year graduation rate determined? Which cohort is used to determine this rate?***

The metrics for calculating the 5 year graduation rate are established in IC 20-26-13-10.2. The five-year graduation rate looks at the percentage of students within a cohort who graduate within five years (four years after a student is first considered to have entered grade 9). The five year graduation rate points will be determined using the cohort that preceded the most recently published graduation rate. For example, 2015-16 grades will utilize the 2015 cohort for the 4 year graduation rate points and the 2014 cohort for the 5 year graduation rate points.

4.6 ***How many students are required to calculate the four and five year graduation rates?***

A school must have at least ten (10) students in the most recently finalized graduation cohort to be utilized in the A-F calculation. If a school does not have at least ten (10) students then the score will be based on a cumulative aggregate of students. This means that the score will include students from previous cohorts until a total of 10 students has been obtained and a score may be calculated.

4.7 ***Can a school receive points for the five year graduation rate if it does not have points for the four year graduation rate?***

No, a school must be able to receive points for the four year graduation rate in order to receive points for the five year graduation rate. However, a school does not have to be able to receive points for the five year graduation rate in order to receive points for the four year graduation rate.

4.8 ***What happens to early graduates for accountability purposes?***

A school gets credit for early graduates. However, those students remain part of their expected cohort and will be counted as graduates for the year in which the students were expected to graduate.

4.9 ***What is the CCR assessment? How is this incorporated in a school's multiple measures domain score? What happens if there is no CCR assessment?***

Currently, there is no CCR assessment in place. Therefore, this data point does not exist and will not be incorporated in any school's college and career readiness score. There will be no negative impact on schools since there will be no data for the CCR assessment.

5. MISCELLANEOUS

5.1 ***How do I access the rule that outlines the student-centered accountability system?***

The final rule language, 511 IAC 6.2-10, may be found on the IDOE's website at http://www.doe.in.gov/accountability/indiana-student-centered-accountability under the "Resources for New Accountability Model (2016 & Beyond)" section.

5.2 ***Where can I find more information on the new student-centered accountability system?***

For more information on Indiana's new student-centered accountability system, please visit: http://www.doe.in.gov/accountability/indiana-student-centered-accountability, or the School Accountability community on Learning Connection.

5.3 ***Who do I contact if I have questions about the new student-centered accountability system?***

Any questions on the new student-centered accountability system that are not answered with the resource materials available may be directed to schoolaccountability@doe.in.gov.